

Parent and Caregiver Information

Kids Music
COMPANY

Takapuna Classes



Kids Music Company Ltd
Ph: 09 479 6741 Fax: 09 479 6743
www.kidsmusic.co.nz



Classes Takapuna, Auckland
P.O. Box 89 021, Torbay, Auckland 0742
office@kidsmusic.co.nz

Welcome to Kids Music Company.

Congratulations on your decision to add more music to your child's life. The benefits will be many and varied.

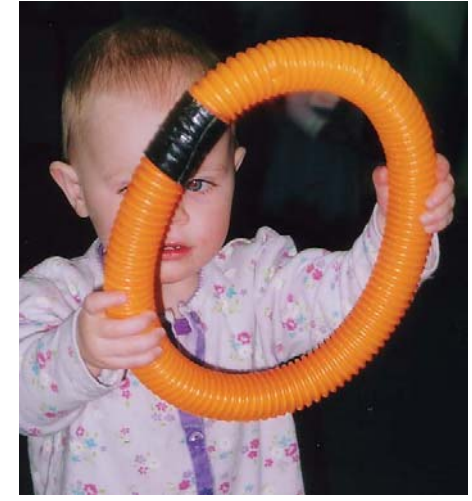
Why Music? By giving your child the opportunities in our classes you will be giving them skills and attributes which will help set them up for life. The pictures and diagram which follows illustrates many of these benefits.



Developing eye strength for reading



Developing concentration and listening skills



Exploring sound



Sharing quality time with parent



Understanding space



Developing concentration

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Music is **fun**.
When children are having fun their brains are open to learning.

Musical activities develop **musicality**. All children (except the profoundly deaf) can develop skills in singing, dancing and playing instruments.

Music offers opportunities to develop **creativity**.

Music uses both sides of the brain simultaneously thus growing connections across the hemispheres. If we have more brain connections we **think faster**.

Musical activities help children develop skills in
Listening
Coordination
Memory
Language

Why Offer Music To Young Children ?

Involvement in musical activities is **active entertainment**, compared with many passive forms of entertainment readily available to children.

Movement activities develop skills of **spatial awareness**, helping children to drive their bodies through a three dimensional space.

Music and movement helps children develop small and large muscle **coordination**.

Satisfaction in music sessions develops **self confidence**.

Group music develops **social skills**.

Music is **multi-sensory**.
By utilising many senses at one time the learning is amplified and reinforced.

Melody and rhythm are powerful tools for **learning** other concepts, e.g. the alphabet.

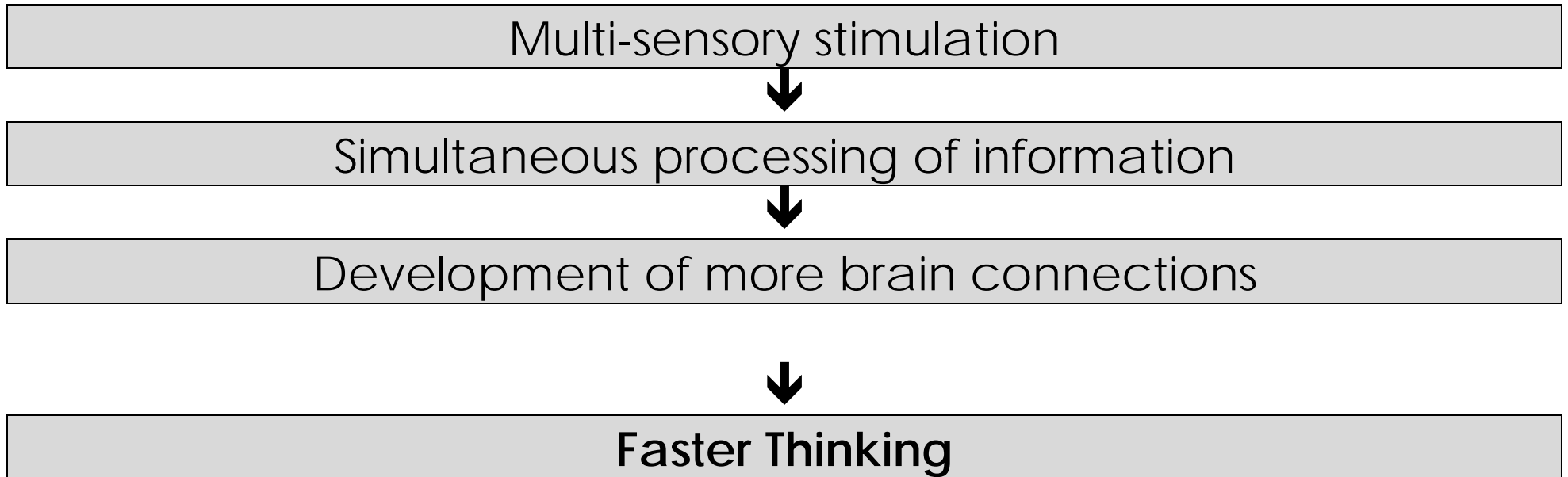
Starting young builds the foundation for a broad appreciation and a **lifetime interest** in music.

Why Multi-Sensory?

Music and movement activities, by their nature, are multi-sensory. Information is coming into the child's brain through both eyes and both ears; through small muscles, for example, from fingers, toes, hands and feet; through large muscles such as those on arms, legs, shoulders and torso; and through skin, being the largest sensory organ. Body parts on both sides of the body send information to both sides of the brain. Your child is absorbing huge amounts of information and all simultaneously.

If children are stimulated in many different ways, at the same time, it forces the brain to process that information also simultaneously, therefore growing connections across the different brain sections.

Why is this important? The simple answer is: the more brain connections children have, the faster they can think.



Skills for Life

Kids Music Company classes help children develop:

- ♪ Effective listening
 - ♪ An exploring mind
 - ♪ Social confidence
 - ♪ Physical coordination
 - ♪ Concentration
 - ♪ Language and mathematics
 - ♪ Agility
 - ♪ A love of music
- All while having fun!



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Understanding my changing size



Concentration, coordination, listening skills, memory, working as a team



Developing upper body strength



Developing social confidence



Concentration, fine motor skills



Inventing a new clap

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Getting the Most from Each Session

Please read on to find out how you can help your child get the most from every KMC session. We hope you have lots of fun and satisfaction sharing music and learning with your child.

When You Arrive:

- **Parking:** On arriving at Kids Music Company please park in the adjacent car park or (on Saturdays in the soccer season) use the car park belonging to the Church of the Latter Day Saints, next door.
- **The Building:** Enter the building from the field side, to the main foyer area. Our teaching space is to your left. The room to the right belongs to the North Shore Brass Band. Please keep your children out of this area.
- **Signing in:** Please sign your child in on the list by the door. It is important that we know who is here and for whom we are responsible. Siblings of children enrolled in the classes are the responsibility of you, the parent or caregiver.
- **Toilets:** Toilets are off the main foyer, in the rear of the building. Please take any soiled nappies home with you.
- **Siblings:**
 - Level 1-3: If you have extra children in a session, please be aware of the distraction they could be for others in the group. Babies parked in the corner are generally fine but those on the move can be more demanding. Please be sensitive.
 - Level 4 upwards: We are unable to have siblings in the sessions as they often distract the teaching. Please use the foyer area.
 - All: Please do not bring ill siblings to class.
- **Mobile Phones:** Please turn phones off during the sessions. Thanks for your consideration.
- **Photos and Video:** Parents and families may take small amounts of video (max 1 min clips at a time) or photo footage of their child in their class. Permission must be first sought from the teacher in the class and from the other participants in the class. Video and photographic footage must be for personal use only and is not to be used for commercial gain, or posted for public viewing without the specific permission of the participants and Kids Music Company.

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- **Shoes:** The floor of the teaching room is carpet on a concrete base. Clean indoor shoes or slippers may be worn during the session. Please remove outdoor footwear.
- **Fee payment:** All fees should be paid in full, by week two of the term. If this is awkward for you, please let us know. A 10% discount applies to families with 3 or more children enrolled with us.
- **Fee Policy:**
 - Deposits paid for term fees will hold your space in the class for the first 2 weeks of the term. At this point the balance of fees must be paid. Deposits are non-refundable.
 - Cancellations and refunds of fully paid fees will incur a \$30 admin fee.
 - Refunds will not be made for classes you have missed.
- **Make up sessions:** Where there are classes available, we offer one catch up session per term for a class missed that term. Please arrange this with the office. If you miss more than one session during the term due to sickness or holidays, you will still need to pay for the sessions as the space has been held for you.
- **Re-enrolling for the following term:** As you can imagine, re-enrolling time is a big job for us. Many classes fill very quickly. Children currently enrolled in each class, have priority for one week at re-enrolment time. We cannot hold spaces for people who have not enrolled after this time. Please try to re-enroll as soon as possible to avoid disappointment.
- **Behaviour:** Once children are working without their grown up we will expect a high standard of behavior from them. Our teachers are very positive in their approach and will encourage the child in a warm manner. For the sake of the others in the group we must work as a team. Thank you for your support.
- **Illness:** If your child has been vomiting or has had diarrhea they must not attend a KMC class until at least 24 hours after the last incident. If you have an older child off school due to illness, please do not bring them to music class with the younger one. If your child sucks instruments or equipment, as young children often do, please hand the instrument to the teacher for washing. We thank you for your sensible consideration here.



Our Classes

The aim of our programme is to help children and families discover the enjoyment music brings, and through this experience enhance many other areas of learning.

Congratulations on your decision to give your child a developmental head start in these very precious young years. Providing educational experiences, in a child's early years, opens up a world of possibilities for them. Together, we are stimulating those tiny brain cells at a time when those cells are growing so rapidly. It is important that children have fun when they learn as fun opens the brain to stimulation. If children are having a good time, the learning happens without them even noticing it.

Our KMC staff members are all fully trained teachers, musicians and mothers totally dedicated to the importance of early childhood learning. We support your child's learning from all angles.

YOUNGER CLASSES (1-3 year olds):

These sessions are holistic. That is, they involve the child in many different activities, often at the same time: listening, moving, feeling, reacting to stimulation and ultimately playing instruments and singing. The classes are structured to include a great variety of stimulation but are busy and varied to maintain the child's limited attention. Sessions include movement, for large and small muscles; beginning of in-tune singing; playing a variety of sturdy instruments while exploring basic concepts of fast/slow loud/soft and start/stop; listening activities including musical stories, counting songs, poems and puppets. There are times for sitting and standing, moving and staying still.

Your role, as a parent or caregiver in the younger classes is as important, if not more so, than the teacher's. Your child will look to you for cues. The teacher leads the session, but the benefits for your child are directly related to the enthusiasm and involvement shown by their parents. You don't have to be a great singer, that is not important, but if you are focused and having fun, your child will be too. **It is incredibly important that parents do not use the time in class to chat, as your child may think you are not interested in what is going on and he/she will "turn off" too. Part of our role as teachers is to give you, the parents/caregivers, lots of ideas and suggestions of activities you could share with your child at home, as well as providing some quality time with your child in the class.**

We do not involve 1 and 2 year olds in chime bar playing. This is saved for 3 year olds upwards as small children don't have sufficient lateral movement or coordination to cope with the instruments. They also find it hard to be gentle with the instruments. If you have smaller siblings in the class please keep them away from the chime bars. Smaller children may join in with a drum or a shaker if required.

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It is continuously inspiring for us as teachers to see children blossom while they are learning. We want to help you and your child get the most out of these important years. Together we are in the business of SERIOUS FUN.

OLDER CLASSES (4 years up):

As with the younger children, our music sessions are holistic. We include singing, listening and moving as a basis for developing musicality. Children cannot play music effectively unless they can feel the music in their bodies. Children need to experience music as a whole body activity. Instrumental skills are based on this foundation. The four and five year olds have opportunities to play melodic percussion, often in parts. Older children add ukulele, recorder, keyboard, guitar and violin to their broad experiences. We also include some music writing and reading skills as tools along the way. Please read our philosophy for a detailed description of our teaching styles.

How Can You Help Your Child?

LEVELS 1-3

Parents/caregivers join in with the children. It is very important that you participate in the activities and show your child your enjoyment. Don't feel frustrated if your child isn't joining in yet. Often at this age children internalize the information for later use. During the toddler period lots of mental processes are developing, e.g. memory growth, a lot is happening in their head that can't be seen. They need to be able to process the information without pressure, but with support and encouragement. Children new to the sessions also need time to acclimatize to the new environment. A toddler's concentration is very short and we keep the sessions moving for this reason. If your child needs to wander off, please go with them then gently encourage them back in to the group.

During the session:

- Join in beside and with your child. The child will be a lot more focused if you are doing the same things as them in the class.
- Keep a steady beat on your child's shoulder or other body part during instrumental activities to help him/her feel the beat (if your child will let you).
- Sing with your child, even if you think you can't sing. They are not concerned with accurate pitch as a preschooler, but more with enjoyment and enthusiasm. When parents join in with enthusiasm it makes the session fun for everyone.
- If your child becomes upset for whatever reason, please retreat to the foyer and come back to the group when he/she is settled.
- Stay focused, please don't chat.
- Encourage your child and enjoy the time together.

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LEVEL 4

This is often a transitional stage of development. Many children aged 4 are becoming more social and independent. They therefore need less support from their caregiver. However, all children are different and we leave this decision entirely **up to the child**. Your child may want you to be in the circle with them or may choose to be independent. Either, or a combination, is fine. However, if you notice that your child's behaviour is slowing down the group, please join in and support us. We need to encourage socially appropriate behaviour, for the sake of the progress of the whole group. As teachers we don't want to spend time disciplining children who find it hard to work in a group.

There are other times when we will request some support, for example in a tricky dance, for notational activities, or for playing instruments in parts. However, we don't need all of the parents, if you are tending to little ones we will manage without you. It is important to note here that **we can't have siblings on the move in the class.** From level 4 onwards, where concentration is developing more, it is a major distraction to have other children moving or making sounds in the room. Please use the foyer.

LEVEL 5 and 6

These children are more independent. Once children are settled, please feel free to carpool or drop your child off. If you would like to stay you are very welcome. Please remember not to chat in the teaching room and keep siblings out of the teaching area.

LEVEL 7

Children at level 7 are generally dropped off. So the final session of each term is dedicated to showing parents and families what the children have achieved in the term. We will share recorder, keyboard, violin or guitar pieces as well as singing, movement and percussion playing. Please come to these sessions if you possibly can. We also have a guest instrumentalist each term. Parents **and families** are welcome to come and enjoy these special sessions.

Marimba Group

The Marimba Group is a performance group who work towards the annual Auckland Marimba Festival at the end of each year. Joining this group is therefore a one year commitment. The group also performs around some schools at the end of the year. To join, children need to have completed level 7 first, or be very competent musically (audition necessary for new-comers).



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The Kids Music Company Philosophy

Children's brains grow at their fastest rate during early childhood. During this rich learning time multi-sensory experiences in movement with music can establish musical skills, but also develop skills in all the essential learning areas.

Essential Learning Areas

Children experience the world in a practical way when engaging in music and movement activities. Young children learn through doing, and whole body activities which engage all the senses feed huge amounts of information into the brain simultaneously. Through these activities children develop motor skills (coordination of large and small muscles), focused listening (auditory) and visual strength (essential for reading). Language is illustrated through song lyrics, memory is developed through sequences, while social confidence grows in a setting where cooperation is more important than competition.

Musical foundations are established and developed through a combination of listening, language and motor skills, and surrounding the whole experience is a freedom and encouragement to think laterally, creatively and with imagination.

Foundation skills in these areas are essential for a child to be successful in school and in life.

Establishing Musical Skills

We develop essential learning areas through music and movement experiences. It makes sense then, that children will develop skills to sing in tune, move in time and play instruments. This is not a formal lesson but a holistic experience. We aim to meet children at their own level and create activities where they can be successful through singing, listening, moving and playing. The classes for 1-3 year olds are designed to involve the child in as many musical experiences as possible, to establish music foundations for later development.



As children acquire basic musical skills, and are maturing to around four years of age, they need space to use these skills in their own creative way. We encourage improvisation (children creating their own rhythmic pattern, melody or movement) in a structured piece of music. As these skills progress, children become their own composers and enjoy the satisfaction of their own music. This may be as simple as choosing an action in a circle dance to playing an improvised melody on a xylophone while others play an accompaniment.

We use the Sol-fa system of relative pitch developed by Zoltan Kodaly in Hungary. This system uses the doh-re-mi-fa-soh-la-ti-doh positions, with hand signs. Children therefore, can get a visual representation of the pitch and this helps them to sing in tune. The soh-mi interval is the natural playground chant of children throughout the western world and is a logical starting point for pitching children's voices. (Remember "I'm the king of the castle"?)

As children mature through school years, and with the acquisition of skills and creative development, they are able to hold independent parts, singing, playing or moving. At this time we use more of the Orff approach.

This way of teaching is also holistic. It was developed by a man named Carl Orff in the 1920's and 1930's and is widely accepted throughout the world from Germany to China, America and beyond. Basic materials such as songs, rhymes, dances and games can be developed and accompanied by body rhythms, movement, non-melodic percussion instruments such as bells, drums, and melodic percussion instruments such as wooden xylophones and metal glockenspiels.

Orff uses the body and voice as the first instruments. Patterns are established on the body and melodies are sung before playing them. This way, children are secure and more likely to succeed when transferring patterns to instruments. Patterns are short and repetitive, therefore easy to learn.

These types of activities use both sides of the brain, logical and creative. Their benefits flow on into all other areas of learning. When children create music together in groups they become sensitive listeners and considerate participants. They also develop a sound basis for further musical development. Children are stimulated intellectually and are emotionally satisfied with being successful in a non-threatening setting.

Janet Channon & Wendy Jensen

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Music for Literacy

KMC Helps Your Child be Successful at School.

We know that music is very powerful in activating brain development but how can KMC music classes help a child on a day to day basis?

Think of a child in a typical situation in a 5 year old classroom: It is story writing time and the teacher asks the class to write about what they did in the weekend.

What are the skills involved in this seemingly simple task?

Necessary Skills Underlying Classroom Success

Balance →

Core strength for Posture control →

Awareness and control of all body parts →

Crossing the bodies 3 mid-lines →

Independent control of left and right sides →

Social confidence →

Concentration →

Neck Strength for steady vision →

Eye strength →

Shoulder and arm control before fingers →

Fine muscle control →

Understanding of pressure →

Awareness of size and shape →



← Inner hearing

← Space perception

← Understanding the structure of words

← Good Vocabulary

← Understanding the structure of sentences

← Letter formation

← Short term memory

← Creative thinking

← Imagination

← Visualisation

← Sequencing skills

← Brain integration

← Sensory processing



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What do these skills involve?

Balance

A child needs a well developed balance system. The balance (vestibular) system coordinates almost all other sensory input to the brain. In order to utilize sensory input a child must have a good balance system.

Good balance helps a child

- Stay upright,
- Understand how he/she fits into a space,
- Stay still while sitting, standing or lying, keep vision steady.

A child with a poorly developed vestibular system often can't sit still, wriggles and is often off task.

KMC helps:

Songs which involve moving and stopping (on two feet and on one) in different directions, on different levels and at different speeds, plus songs which include tipping, swaying, rolling and turning all develop the vestibular system

Core Strength, Posture Control

A child must have good posture to hold his body erect in the chair, and his vision steady

KMC helps:

Core muscles are coordinated and strengthened through movement.

Awareness and Control of All Body Parts

A child must understand which body parts belong to him and learn to control them all independently.

KMC helps:

Songs which isolate different body parts build awareness and control.

Crossing The Body's 3 Mid-lines

In order to control body parts independently children need to build connections across all the brain areas.

KMC helps:

Songs which have actions where the hands/arms/legs/feet must cross the left right mid-line, the top bottom mid-line and the front/back mid-line help build brain connections.



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Independent Control of Left and Right Sides of The Body

In order to write with one hand and keep the rest of his body still a child must be able to move one side of his body at a time.

KMC helps:

Songs which move one side while keeping the other side still help develop laterality and independent control.

Social Confidence

A child needs to work effectively with others including interacting, respecting and sharing a learning setting

KMC helps:

KMC activities which are cooperative rather than competitive foster respect and interaction with others, while building self confidence.

Concentration

A child needs to be able to concentrate on the task in hand without distractions.

KMC helps:

Many KMC songs require focused listening and listening for a purpose. These include songs with changes in the music which act as a cue for a change in the child's response. Cues include stops; changes in pitch, direction, pressure (stamping/creeping), speed; type of actions to follow, instructions in the words of the songs, echo phrases to copy, and instrument playing with changes in speed/pitch/volume or type of instrument.

Neck Strength for Steady Vision

A child needs to have good posture to hold his head still enough to keep his vision steady.

KMC helps:

Coordination and strength of neck muscles comes through movement.

Eye Strength

A child needs to have good eye strength in order to constantly change focus from far-away stimuli in the classroom, to close-up written work.

Good peripheral vision helps a child be aware of all stimulation in the focal field.

KMC helps:

The development of eye strength is supported through

- Tracking a moving object: parachute games, balloons, bubbles.
 - Peripheral vision: dancing with ribbons, moving and dancing in a free space, with other people.
-



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Shoulder And Arm Control Is Necessary Before Control Of Fingers Develops

Large muscle control develops before fine, and is necessary for finger control

A child must have control of his fingers in order to hold the pencil. That control comes first from control of the bigger muscles in the shoulder and arm which control the fingers.

KMC helps:

Lots of practice in the development of strength and coordination of shoulder and arm actions.

Fine Muscle Control

Accurate control of hand and finger muscles develops after arms and fingers.

KMC helps:

Songs and rhymes help a child become aware of his hands and fingers then specific actions for small muscles in the hands and fingers (required for later instrument playing) come later.

Understanding of Pressure

A child needs to understand how much or how little pressure to use on the pencil when writing the letters.

KMC helps:

Songs which use stamping or creeping, or loud and soft playing of instruments help a child have a practical understanding of pressure.

Understand Size and Shape

Children learn through practical experience. By moving using his own body in the 3-dimensional world, and understanding the size and shape of it and how much space it takes up, a child has a real understanding of size and shape. This knowledge can then be transferred to the 2-dimensional world of letters and numbers on a page.

KMC helps:

When a child moves in a 3-dimensional space, at different levels and in different directions he comes to understand concepts of size and shape.

Inner Hearing

A child needs to be able to hear the words he wants to use, in his head.

KMC helps:

Through focused listening to instructional words, or musical cues which require concentrated reactions or responses from the child, a child builds an aural memory.



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Space Perception

A child needs to understand spatial concepts so letters in a word are not all squashed together, and words fit on a page in a readable fashion.

KMC helps:

An understanding of space must be developed through physical experiences before that understanding can be transferred to paper.

Good Vocabulary

A child needs a vocabulary of words to use in his story which he understands through experience.

KMC helps:

Vocabulary development through song words which describe actions: e.g. "Howdy Partner, shake like this"

All songs with specific vocabulary: positional language (above/below, in front/behind), colours, numbers, instructional language, as well as topical language in a song such as songs about space travel or gardening.

Understanding the Structure of Words

Understanding the structure of words helps spelling and reading.

KMC helps:

Songs which use the syllables of words to create rhythms help children break words into chunks and help them spell and read such words.

Songs which use alliteration (same beginning sound) and rhyme (same ending sound) help children become aware of similarities in the beginnings and endings of words, and support reading and spelling.

Understanding the Structure of Sentences

Children learn language by hearing and using the language in context.

KMC helps:

Songs include repetition of phrases which help children reinforce the learning.

Singing is generally slower than speech and gives children a greater chance to absorb sentence structure and basic grammar.

Directionality for Letter Formation

Letter formation is made up of drawing in different directions. Children must therefore understand directionality.

KMC helps:

How does a child write the letter "a" which goes around, up and down? What does "around" mean? Where is "up" and "down" on a flat piece of paper?

Directionality must be understood through movement. A child must experience concepts of "around, up and down" using large muscles in physical space.



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Short Term Memory

Memory is essential for school work. Mathematical processing requires memory. Spelling requires memory as a child needs to have sufficient short term memory in order to think of the sounds which make up a word and find a letter that matches those sounds.

KMC helps:

Songs are full of sequences to develop memory; whether they are in movement, in words, in actions or in the playing of instruments.

Creative Thinking

A child needs to be able to think laterally and creatively in order to be able to create new ideas.

KMC helps:

Songs which ask children to demonstrate new or different ways of doing things, inside the structure of a song, extend a child's creative response.

Imagination and visualisation

A child needs to be able to visualize and imagine a picture or event in his head in order to be able to write about it.

KMC helps:

Songs about fictional settings help children develop visualisation and imagination (which is often robbed by television).e.g. digging in the garden or jumping in puddles.

Sequencing Skills

A child needs to have sequencing skills to put the events and words in the right order.

KMC helps:

KMC songs are full of sequences in words, actions, movements, melodies and rhythms.

Brain Integration

A child needs to develop an integrated brain in order to fully utilize the strengths of both his left (logical, numbers, letters) and right (ideas, experiences, concepts) hemispheres.

KMC helps:

By developing independent movements across the bodies 3 mid-lines (front/back, left/right, top/bottom) we help develop connections across all the brain areas. The coordination of movements, becomes more complex as a child progresses through KMC classes, and includes the progression from jumping to hopping to skipping which involves coordination of arms and legs on opposite sides of the body, at the same time. We also include other combinations of actions involving the whole body as well as arm and legs.



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Sensory Processing

A child needs to be able to process sensory stimulation in all senses (including vestibular or balance, and proprioception) to maximize all learning opportunities.

KMC helps:

Through multi-sensory experiences a child builds a dense and efficient network of pathways, to process information quickly. KMC songs involve stimulation of the following senses: vision, touch, hearing, vestibular (balance through movement), and proprioception (understanding where you are in a physical space).

Remember: If a child is enjoying the activities the brain is open to learning.

A stressed child cannot learn efficiently.

We endeavour to make KMC enjoyable for children and families.

About Us



Janet Channon



Wendy Jensen

Directors, Janet Channon and Wendy Jensen began this business in 1989. Both Wendy and Janet are primary trained music specialists with post graduate study in Orff Music Education through Australia.

Janet and Wendy believe in the value of music education for children.

Since the beginning of KMC they have seen children in the classes blossom: physically, socially, academically and musically, giving great credence to the benefits of a multi-sensory music and movement experience.

Janet and Wendy are recognized as leaders in the field of Music education and are sought after as presenters of workshops for teachers in New Zealand, Australia, Singapore, Hong Kong and the United Kingdom

The Positive Impact of Music.

A parent comments:

I am a mother of three boys in as many years. We have been involved with KMC for 3½ years now, since my oldest was about two. Of the three, the eldest is the most reticent – very able, academic, a watchful, thoughtful boy who found new environments extremely challenging. It took me some time to find a music session that offered as much as KMC does and we have been delighted at the wide-reaching impact of their involvement.

With boys, I was particularly interested in the ability of music to promote double-sided use of the brain(!) and knew of the positive impact it can have on brain development and academic performance. The advantages however have been far greater than this.

My children LOVE the non-threatening environment and the creative fun they have. They have developed in confidence, concentration, in their ability to follow instructions, and in social and listening skills. They have learned about group dynamics, practiced pre-reading skills, responding in front of others, leading and allowing others to lead. Their mobility and physical development has been promoted along with their sense of rhythm and time, all assets that will add to their ability in other artistic, sporting and academic endeavours they may pursue as they grow.

Music is one of the best, all-rounded foundations I have provided for my children. Thank you KMC!

Kids Music Company Ltd
Ph: 09 479 6741 Fax: 09 479 6743
www.kidsmusic.co.nz



Classes Takapuna, Auckland
P.O. Box 89 021, Torbay, Auckland 0742
office@kidsmusic.co.nz

Our Award Winning Original Music

As well as tuition, we offer families a range of our original music on CD. These resources are enjoyed by children and adults alike and are used extensively by teachers in early childhood, primary and teacher training institutions in New Zealand and worldwide.

Our music has won top awards in the United Kingdom in 2003, 2004, 2005, 2006, 2007, 2008. The Practical Preschool competition is held each year. Equipment and resources are thoroughly tested and graded by teachers in a teaching setting.

We regularly lead workshops in NZ and Australia supporting teachers in the field and in training. We use our original material and have presented many workshop seasons in Singapore, Hong Kong and the UK.

The educational music we use in our classes is from our original collections. Your child's level of learning in the sessions will be greatly enhanced if he/she has these CDs available at home.

Families who have these CDs in the home or in the car notice their children have much more musical enjoyment and learning, both during and outside the classes. The sharing and fun that happens between members of the family also adds to the importance of music in our lives.

Our recordings are available through our office. Lyrics may be downloaded free from our website.

International Awards

Quality Educational Original Music in Practical Preschool competition United Kingdom
2003 2004 2005 2006 2007 2008 2009 2010 2011

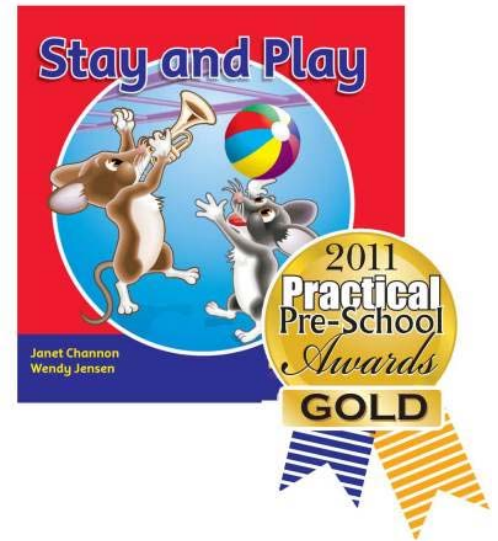
Our music is available for you to enjoy at home. Original, educational music backed by top quality musicians!

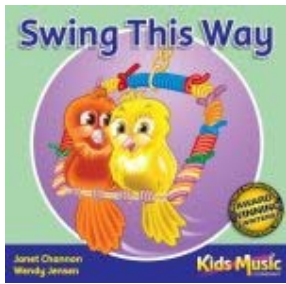
To hear excerpts please visit www.kidsmusic.co.nz

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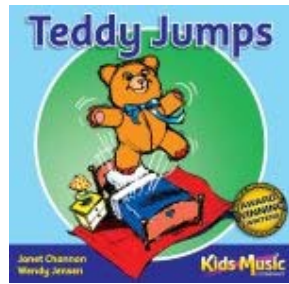


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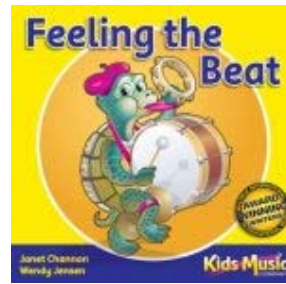




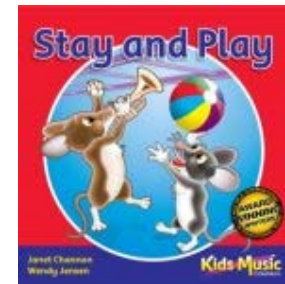
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0-3yrs



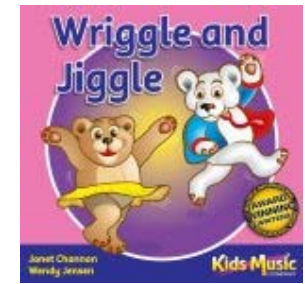
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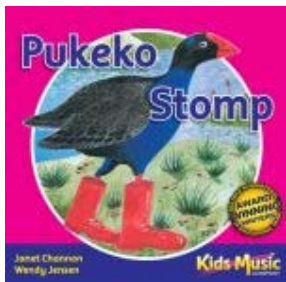
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2-6yrs



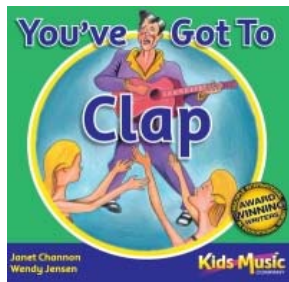
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2-5yrs



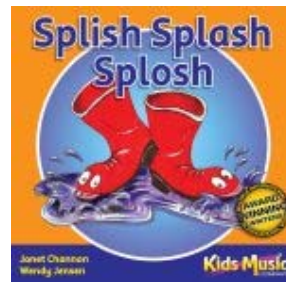
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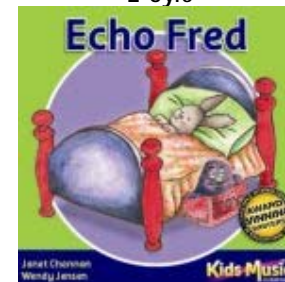
<http://www.kidsmusic.co.nz/pukeko-stomp-3-8-year-olds/>
3-8yrs



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3-8yrs



<http://www.kidsmusic.co.nz/splish-splash-splosh-3-8-year-olds/>
3-8yrs



<http://www.kidsmusic.co.nz/echo-fred-3-8-year-olds/>
3-8yrs



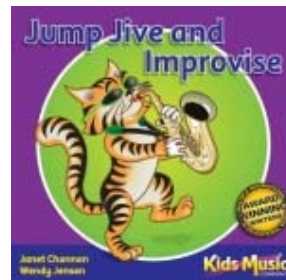
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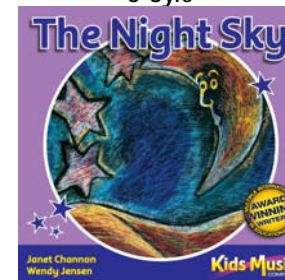
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3-8yrs



<http://www.kidsmusic.co.nz/mango-tango-3-8-year-olds/>
3-8yrs



<http://www.kidsmusic.co.nz/jump-jive-improvise-5-10-year-olds/>
5-10yrs



<http://www.kidsmusic.co.nz/the-night-sky-nz/>
All ages



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Where ever you go,
Whatever you do,
Have a song in your heart
and a beat in your shoe!

Have fun with your kids

See you at Music!



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